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ABSTRACT

At this Region VII conference called by the Secretary of Health, Education, and Welfare, 161 participants from Iowa, Kansas, Missouri and Nebraska met to discuss how career education needs of youth and adults and the needs of the economy are being met, to determine the role of vocational education in the process, and to identify methods of redirecting education in the 1970's so that secondary students will be prepared for immediate employment or further education. Some recommendations from the 2-day conference were: (1) Vocational education and career development should be a continuous process from Grades K-14, (2) A much closer relationship is needed between industry and education in providing for effective transition from school to work, (3) All training for new and emerging industry should be developed cooperatively with the state economic development and vocational education officials, (4) Student loans for persons attending a vocational program should be available as loans for persons attending college, and (5) Funding of the Vocational Education Act should be made 1 year in advance. Related reports are available as VT 013 385-013 387 and VT 014 205-014 210 in this issue. (SB)

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SUMMARY 1971

THE SECRETARY'S REGIONAL CONFERENCES ON VOCATIONAL EDUCATION

KANSAS CITY

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Office of Education

ED056236

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
REGION VII

Report of
THE SECRETARY'S REGIONAL CONFERENCE
ON
VOCATIONAL EDUCATION

President Hotel
Kansas City, Missouri

June 7-8, 1971

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Honorable Elliott Richardson
Secretary of Health, Education, and Welfare
Washington, D. C. 20201

Dear Mr. Secretary:

Transmitted herewith is a report of The Secretary's Regional Conference on Vocational Education held in Kansas City, Missouri, June 7-8, 1971.

We believe the summary of opinions and recommendations regarding Vocational Education contained in this report accurately reflects the consensus of sentiment and belief of the broad spectrum of the population in Region VII. We were extremely fortunate to have the viewpoints of outstanding individuals who actively participated in the conference.

The report should contribute to the effectiveness of further deliberations on the subject.

Sincerely yours,

Billy R. Reagan
Regional Commissioner
Office of Education

ACKNOWLEDGEMENTS

The U. S. Office of Education acknowledges with gratitude and sincere appreciation the contributions of every person who attended The Secretary's Regional Conference on Vocational Education.

Many educators, board members, advisory council members, association, and business leaders contributed in the planning and operation of this conference. It is difficult to list individuals whose contributions were more significant than those of others. We would, however, like to express special appreciation to the State Directors of Vocational Education and the Executive Secretaries of the State Advisory Councils for Vocational Education in each of the four States in Region VII (Iowa, Kansas, Missouri, Nebraska) and to the members of The Kansas City Metropolitan Council on Occupational Education for their advice and assistance in the organization and planning of the conference. We would also like to express special appreciation to all key speakers, panelists, group chairmen, and group recorders, whose names appear in the conference program included in the appendix of this report.

INTRODUCTION

PURPOSE:

In preparing a response to questions asked about Vocational Education in a memorandum from the White House, key administrators in the Department of Health, Education, and Welfare became involved in the planning process with the U. S. Office of Education. Several issues surfaced concerning the role of Vocational Education in meeting the Career Education needs of youth and adults along with the needs of the economy. The Department found it was unable to provide completely satisfactory answers to questions asked about Vocational Education from information obtainable through the existing reporting system. It was, therefore, deemed advisable to conduct Regional Conferences across the country bringing together knowledgeable and concerned people to discuss how the Career Education needs of youth and adults and the needs of the economy are being met by schools in their communities; to determine the role that Vocational Education is playing in this process; and especially to identify methods of redirecting education in the 1970's in order to prepare every person leaving school for immediate employment or further education.

DELEGATION OF AUTHORITY:

On January 4, 1971 the Secretary asked the U. S. Commissioner of Education to conduct a Conference on Vocational Education in each of the ten Regions of The Department of Health, Education, and Welfare. The responsibility for planning the conferences was delegated to the Bureau of Adult, Vocational, and Technical Education with final authority for conducting the conferences further delegated to the respective Regional Commissioners of Education. The conference for Region VII was held at the President Hotel, Kansas City, Missouri, June 7-8, 1971.

PARTICIPANTS:

Over six hundred persons in the four States in Region VII were invited to attend and participate in the conference. A mailing list maintained by the Regional Commissioner which includes educators, business and civic leaders, youth groups, ethnic groups, legislators and political leaders, professional and trade associations, labor organizations, boards and advisory councils, and a host of other categories was used in selecting individuals to be invited. The State Directors of Vocational Education were also asked to provide a list using suggested categories provided by the Regional Office. The majority of the invitations were mailed during the week beginning May 10. Other individuals were invited by telephone at later dates. One hundred sixty-one (161) actually registered during the conference. Attendance and participation was excellent for all the general sessions and small group meetings.

INTRODUCTION - Con't.

CONFERENCE FORMAT:

A conference format was used which provided each participant an opportunity to contribute to the findings of the conference by expressing his concerns and beliefs as well as providing information based on his own personal experience and knowledge as it relates to his own community. Well qualified speakers gave presentations on specific areas of concern. A panel of three reactors responded to each presentation and asked questions of the speakers. All conference participants were encouraged to express their thoughts on conference topics in small discussion groups. They were also urged to express their views by completing and returning a questionnaire. (See appendix)

DISCUSSION GUIDE:

The following objectives were developed by the U. S. Office of Education and served as the focal point around which presentations were made and discussions were encouraged.

1. To assess the extent to which the present program of education meets the Career Education needs of youth and adults in the community.

2. To assess the extent to which the present total program of education meets the needs of the economy.

3. To determine the role of Vocational Education in meeting career needs of youth and adults and of the economy.

4. To suggest means by which the existing educational system can be improved in efficiency and effectiveness to insure the preparation of every person leaving school for either employment or further education.

5. To identify the areas of improvement in the total educational system for which Vocational Education should be responsible.

CONFERENCE OPENING

Regional Commissioner for the Office of Education, Mr. Billy R. Reagan, and Regional Director, Department of Health, Education, and Welfare, Mr. Max M. Mills, opened the conference with welcoming remarks.

Commissioner Reagan challenged the conference participants by pointing out that since the Kansas City conference is the last of ten being held throughout the United States it places this conference in a particularly strategic point because the Commissioner, the Secretary, and others are getting feedback from the other conferences and many issues have been raised thus placing the Kansas City conference in a position to focus on the key issues that have been raised in the other conferences. The following direct quotes from the Commissioner's opening remarks emphasize the mission to be accomplished.

"Our leadership in Washington from the National level has indicated that we must have a turnaround in education if it is to fulfill the needs of this complex society which we now enjoy. I know of no group of people that is better qualified to give insight into which direction education should go than those that are in Vocational Education or those who have worked closely with it in business and industry. May I urge you to make your opinions and recommendations known without any reservation or hesitation. I commit to you that we here in Region VII representing you will take these and forward them to the headquarters staff in a manner that your insights and your viewpoints will be heard."

Director Mills challenged the conferees by pointing out that Congress was beginning deliberations the week of the conference on the New Welfare Reform Act and no matter what the final form of the Bill to be passed, there are going to be four million people who are going to apply for welfare that are going to have to have training. He suggested that, "Those people who are already in uniform, already in the business, who have an outstanding reputation, an excellent past track record, should be the ones to decide who is going to train these four million welfare recipients who are going to have to be trained for gainful, meaningful, and rewarding employment." Mr. Mills assured the conferees that Commissioner Marland is deeply committed to restructuring the educational system in this country to do more things for more individual people. He further stated that Secretary Richardson is deeply involved in this as a matter of personal interest and that these ten conferences are being held so that people at the grass roots level can make a real meaningful input into what the new Federal Policy and the new Federal Direction for Vocational Education will be.

OBJECTIVES NO. 1 and NO. 2

1. To assess the extent to which the present program of education meets the Career Education needs of youth and adults in the community.

The Honorable Cecil E. Stanley, Commissioner of Education for the State of Nebraska addressed the conference on the first objective. Mr. Stanley has been with the Nebraska State Department of Education for thirty years during which time he has served as State Supervisor of Distributive Education, State Director of Vocational Education, and currently as Commissioner of Education.

In Mr. Stanley's presentation to the conference he pointed out how the attitude of school administrators has changed toward Vocational Education during the thirty years he has been with the Department of Education in Nebraska. He sited several experiences, growth statistics, and quoted several prominent leaders, including the Commissioner of Education, to support his premise that a revolution has taken place throughout the country in the attitude about the importance of Vocational Education and the high priority which it must have in education. He pointed out that the early leaders in Vocational Education were advocating many forward educational practices which forty years later are generally accepted as progressive and innovative. He noted, however, that then, as now, there existed a cleavage between Vocational Education and so-called general education. He pointed out that new concepts and new philosophies regarding the importance of making education relevant to the needs of individuals is creating a climate in which all educators should work together. Mr. Stanley stated, "Public education, public school education is ready and willing to assume any responsibilities that may be thrust upon them in regard to occupational training." He noted that he had said "ready and willing" but had not said "able." The following direct quotes express his concerns about being able.

"I would remind you that occupational training programs are expensive and public schools have problems involving finance and they need some help, more than they're getting now, if they are going to assume the responsibilities that they may be asked to assume."

"Further, I'm much concerned about the supply of teachers. Now, we hear that we have a surplus of teachers and this is true, generally speaking, but we certainly do not have surpluses in the areas of Vocational Education or occupational training. In fact, we have a serious shortage in these areas."

OBJECTIVES NO. 1 and NO. 2 - Con't.

"Now, the other thing that bothers me some, relative to our schools, not that they aren't ready and willing, but are they able,---They're saying, 'okay, we're ready, what do we do next? How do we proceed?' And then we start throwing the road blocks in front of the school administrators and school boards of education as they attempt to develop programs of Vocational Education,---I'm suggesting to you that we should look carefully at the rules and regulations that are regulating the operation of Vocational Education in this country of ours. See if there aren't ways or means by which we can more easily make Vocational Education more acceptable and more accessible to our school administrators."

2. To assess the extent to which the present total program of education meets the needs of the economy.

Mr. Jack Lacy, Director of the Department of Economic Development for the State of Kansas addressed the conference on Objective No. 2. Mr. Lacy has served in his present position for ten years and is highly qualified to discuss all factors which contribute to Economic Development including education.

In Mr. Lacy's speech to the conference he emphasized the seriousness of the increasing employment gap in this country and discussed some causes and affects. He stated that the educational program did fall short of meeting the needs of the economy but that business and industry need to determine precisely what qualifications they are seeking from job applicants. The minimum basic qualifications and training essential for employment must be defined and Vocational skills and training needed for specific jobs described; as well as a minimum basic educational level required for various types of jobs. He also discussed the more intangible requirements; such as, attitudes and personal characteristics. Several studies were reviewed in support of the views expressed. The following direct quotes reflect some conclusions that seem apparent from Mr. Lacy's presentation.

"A specific finding of many studies reviewed was that more realistic Vocational guidance was needed in the public school system; that is, teachers and others need to begin to talk rather early about the range of jobs open, their advantages and disadvantages, and the likelihood of future employment possibilities. I would strongly recommend a complete review of our Vocational guidance and counseling systems."

OBJECTIVES NO. 1 and NO. 2 - Con't.

"It does little good to encourage everyone to become a space scientist if the process also convinces many students that other jobs are of low status, to be avoided at all costs as implying second class citizenship."

"It may sound democratic to piously state that it is up to each worker to make his own Vocational choice. This is self-evident in this country, but it is in error if the schools have encouraged such a "free" choice by providing inaccurate and outdated information."

"It is interesting that 1954, '58, and '62 studies of employment needs are still relevant---Is someone not listening or merely disbelieving or unable to change? Future demands for highly trained personnel cannot be met by merely high level training for the presently capable. We must also find some way to break the self-defeating attitude of inflexibility so that we can tap a much larger pool of manpower who can be upgraded to the desired level."

The reactor panel (see conference program in appendix for names and titles of panelists) were in general agreement with the presentations on Objectives No. 1 and No. 2. One panelist questioned Mr. Stanley relative to the degree to which school administrators and local boards of education were commited to the development of educational programs realistically geared to the needs of society.

In the small groups discussions on Objectives No. 1 and No. 2 the following statements seem representative.

1. Vocational Education and career development should be a continuous process - K through 14.

2. Too little money is directed or allotted by all levels for Career Education.

3. A much closer relationship is needed between industry and education in providing for effective transition from school to work.

4. A master plan is needed at Federal, State, and Local level to provide career information and work orientation, including skill development and job placement.

5. Need flexibility in program at all levels with leadership from U. S. Office of Education and State Departments of Public Instruction.

6. Vocational guidance needs improving at all levels.

OBJECTIVE NO. 3

To determine the role of Vocational Education in meeting career needs of youth and adults and of the economy.

Mr. Robert Ware, Employment Manager and Director of Manpower Development for Zenith Radio Corporation of Missouri addressed the conference concerning Objective No. 3. Based on the close relationship the Zenith Corporation has had for a number of years with the Area Vocational School at Springfield, Missouri, he provided many positive examples of how a Vocational school working in concert with a major employer in any community can meet the needs of both the youth and adults as well as the economy to the mutual benefit of all. Direct quotes which are illustrative of what Mr. Ware believes the role of Vocational Education to be are as follows:

"During the past several years it has been my pleasure to interview several thousand job seekers. I have also been privileged to employ many hundreds of them. During the counseling sessions that followed I have learned that many of these persons have either graduated from some Technical school or have taken one or more Technical Vocational courses. By and large, these people have made fine employees."

"The Vocational-Technical Center in Springfield has played a very important part in fulfilling the manpower needs of industry. What has the Vocational Center done for Springfield industry?"

"-72% of all employees of a 500 man plant have attended Voc. Tech."
"-100% of the original work force of a 300 man plant attended Voc. Tech."
"-A firm that employs 2,000 has all its clerical personnel and keypunch operators attending Voc. Tech."

"Voc. Tech. in Springfield was a major factor, if not the major factor, in Zenith's decision to build a multi-million dollar operation in Missouri. In our case (that of Zenith Radio Corporation of Missouri) 2,500 of all our employees have attended Voc. Tech. training in the areas of basic electronics, both TV chassis and TV final production, quality control, and supervisory training."

Mr. Ware had the following suggestions for how Vocational Education can be improved to provide better services to industry.

"1. Have admission several times each year. Industry does not hire only in the spring alone, but rather throughout the year. It would be much more beneficial if graduates were leaving schools in smaller numbers periodically. This would provide more graduates with jobs as needed."

OBJECTIVE NO. 3 - Con't.

"2. Provide a public relations media with industry. Let industry know what is going to be offered in the curriculum. Provide suggestions for the curriculum and follow up to make sure needs are met."

"3. Have accelerated graduation for students who learn quickly so they are enabled to reach the labor market sooner."

"4. Have industrial representatives on advisory committees. This would provide more pinpointing of the exact needs of particular industries."

"5. Through good and efficient public relations, erase the "college snobbery" attitude from public opinion."

"6. Provide legislation so that monies from the State and Federal Governments are more evenly divided between colleges and universities and Vocational Technical Education."

"7. Orient school curriculums toward Vocational training as well as college prep instead of 90% college preparatory training."

The reactor panel (see conference program in appendix for names and titles of panelists) took no serious issue with any major views expressed by Mr. Ware in his speech. The comments confirmed and reinforced those made by the speaker.

In the small groups discussions on Objective No. 3 the following statements were among those reported by the recorders.

1. Public school administrators, now more than ever before, recognize the importance of Vocational Education. This change in attitude provides a better climate for Vocational Education than in the past.

2. A major problem in providing manpower needed by changing technology is that many (most) counselors are not Vocationally oriented and have no Vocational background. Therefore, they are not well qualified for or interested in guiding students toward Vocational Education. They also tend to not be up to date on what is needed or what is happening in the world of work.

OBJECTIVE NO. 3 - Con't.

3. The need for Adult Vocational training far exceeds the financial support for this program.

4. Part of the problem is that students are discouraged by parents from taking Vocational courses because of the stigma attached - lack of prestige of blue collar jobs.

5. All training for new and emerging industry should be developed cooperatively with the State Economic Development officials and the State officials of Vocational Education.

Mr. Ware concluded his speech by stating, "In short, industry understands an even greater need for more and for improved Technical Education--- and enlightened industry, such as the one I represent, stands ready to cooperate in any way possible."

OBJECTIVE NO. 4

To suggest means by which the existing educational system can be improved in efficiency and effectiveness, to insure the preparation of every person leaving school for either employment or further education.

To provide a point of departure for deliberations on Objective No. 4, two graduates of Vocational Education Programs were invited to address the conference. A youth was invited to talk on "The Relevancy of Education in Meeting the Career Education Needs of Youth" and an adult was invited to talk on "The Relevancy of Education in Meeting the Career Education Needs of Adults."

Steve Core from Thor, Iowa, representing youth, spoke to the conference. Steve is a 1970 graduate of the Feed and Fertilizer Marketing Vocational Technical Program, Eastern Iowa Community College at Muscatine, Iowa. He is presently employed as District Sales Manager by Talbot-Carlson, Inc., Audubon, Iowa.

Steve Core enthusiastically endorsed the two year Vocational Program as meeting the needs of individuals like himself who desire a short, practical, applied program of education which will enable them to achieve their career goal. Based on his personal experience in school and on the job he pointed up the strengths of the educational program and warned against making changes which he felt would reduce the quality of the program. He pointed out as strong points of the program:

1. The work experience portion of the curriculum.

2. Leadership training received in the youth organization which is an integral part of the instructional program.

3. The earning capability of the graduates. (For the graduates of the 1968 class the starting salaries ranged from $5400 to $7500 plus fringe benefits. The salaries of the 1970 class ranged from $6000 to $12,000.)

4. The carefully selected content of the curriculum.

Changes which have been made in the program since he graduated which from his experience he feels has weakened it are:

1. Reduction of the work experience component of the curriculum in order to add six hours of humanities, nine hours of sociology, and three hours of science and having all general education subjects taught from the college rather than by the occupational instructors.

OBJECTIVE NO. 4 - Con't.

About these changes the speaker had this to say, "Can we afford to spend eighteen hours on these three areas and take eighteen hours of practical classroom application out? I don't believe that we can." And concerning who should teach the general education aspects he said, "In my opinion an instructor is trained in his field and no matter how hard he tries he is going to place more emphasis on his English or his math than he is on applying it back to practical agricultural use." He went on to say, "I always try to be ready for change. I realize that there is a definite need for these general subjects, but I think if you would take a poll in industry and honestly look at the results, you would find that industry is very happy with the kind of people that these Vocational Programs are turning out without the general education." In concluding he said, "I would like to see the math, English, and related subjects be taught as before in their related fields. Also, I would like to see the employment experience be kept at a thirty-three to thirty-six week level because I feel that was as important as classroom instruction in my particular situation."

Mrs. Christine Holmes from Kansas City is a mother of eight children and responsible for their support. She is a graduate of the Associate Degree Nursing Program at Penn Valley Junior College and is now working at General Hospital in Kansas City, Missouri.

In her speech to the conference she gave a moving testimonial of how she was able to get the training necessary to prepare herself for the meaningful and rewarding job she now holds. She pointed out that she was living proof that people needed and desired to return to school throughout their lifetime to train or retrain for employment and to improve themselves. She praised the school she attended for having the flexibility in its curriculum and organization to enable her to meet her training needs and at the same time work and care for her family. She pointed out that in addition to the school and schedule being flexible teachers of adults have to be mature and understanding. Mrs. Holmes stated that her teachers gave her much needed counsel and encouragement. She also pointed out that adults are often highly motivated by the need to be employable and should be allowed to progress as rapidly as they are able. She expressed the feeling that Vocational-Technical Education had done a good job of meeting her career needs and was doing equally well for many other adults wishing to enter the health field, as well as in many other interesting and well paying fields.

The reactor panel (see conference program in appendix for names and titles of panelists) became involved in a lively and stimulating discussion with the two speakers. One panelist disagreed with Steve Core's views relative

OBJECTIVE NO. 4 - Con't.

to the importance of general education and suggested that these courses might be offered on an elective basis. Steve thought that would be okay but doubted that many students would take the courses. Steve was asked if he thought not having a college degree would limit his career potential, He thought it would not. He said that industry is interested in getting the job done and students graduating from the Vocational Program can produce. Other significant points made were as follows:

Steve Core felt that if he should decide to go to college later in life his work experience and Vocational-Technical training would be an asset.

Mrs. Holmes thought the program at the Community Junior College she attended was flexible enough to meet the needs of adults who have family and job responsibilities.

Mrs. Holmes also thought that Vocational counseling was adequate but admitted that she needed very little because she knew what she wanted to do.

Both speakers thought employers were beginning to recognize Vocational-Technical training as producing competent workers.

In the small groups discussions on Objective No. 4 the following statements are representative.

1. Regulations that go with funding of Vocational Education should be changed so as to encourage flexibility rather than restricting flexibility as the regulations now do.

2. Student loans for persons attending a Vocational Program should be as available as loans for persons attending college.

3. Career Education requires that most schools redefine their objectives to emphasize the career development of every child and to accept this responsibility.

4. There is a need for full funding of the Federal authorization and funds should be appropriated a year in advance to provide for State and Local planning.

5. The Secretary of Health, Education, and Welfare should establish a separate Office of Vocational Education and Manpower Training headed by one officer with Assistant Secretary status.

OBJECTIVE NO. 5

To identify the areas of improvement in the total educational system for which Vocational Education should be responsible.

Michael Russo, Chief, Program Services Branch in The Division of Vocational and Technical Education, U. S. Office of Education presented a paper on "Education for Work in the 1970's" to direct the attention of the conference to Objective No. 5. He began with the following statement concerning the present status of the program. "Public Vocational Education provides more skilled workers for the civilian labor force than all other Federally aided employment preparation programs combined. Vocational Education upgrades the job skills of more workers than any other government program. Yet, the Federal investment in Vocational Education is just over $25 per enrollee. The support of the program is verified by State and Local governments which invest $5.00 to every $1.00 of Federal money for Vocational Education. Although this program assists millions of persons each year, it is not meeting the needs of all the people. Few of the 36 million elementary school children are exposed to career orientation and exploration. The vast majority of high school youth never have the opportunity to enter a Vocational skills program. Few of the 750,000 high school dropouts have a salable job skill."

He suggested that we make a concerted effort in the 1970's to move our system of public education to a career development and education system for all persons in all communities of the land. He defined the objectives of such a Vocational Career Development System as quoted:

"1. To provide every young person who completes high school with a salable skill and assured entry to further education or training."

"2. To provide those students who leave high school before graduating with a salable skill and re-entry opportunities into education or training."

"3. To provide career orientation starting in kindergarten and guidance, counseling, and placement services to all students at all levels of education to assist them in career choices, in making the transition from school to work, job advancement, and in making job changes."

"4. To assure every person the opportunity to obtain career related skills throughout life, within or outside of schools, with employers assuming a greater role."

OBJECTIVE NO. 5 - Con't.

"5. To emphasize and enlarge post-secondary and Adult Vocational and Technical Education Programs, including pre-technical programs for the academically handicapped, so that a much higher proportion of specific skills training will occur at the post-secondary level."

"6. To assure that every individual is prepared by education, regardless of curriculum, to lead a productive and self-fulfilling life."

To achieve these objectives he described the following Vocational Education platform or goals:

"1. Vocational Education must become part of the educational experience of all people.

"2. Vocational Education must be more responsive to the Nation's present and future employment needs."

"3. Private schools and private industry must be an integral part of Career Education."

"4. Vocational Education is the principal element of a relevant education program, K-adulthood."

"5. Leadership development to effect Career Education is essential."

He concluded by describing models which were being developed to perfect a delivery system of Career Education based upon the foregoing objectives and goals.

The reactor panel (see conference program in appendix for names and titles of panelists) in general endorsed the U. S. Office of Eduction's plans for "Education for Work in the 1970's" as presented by Mr. Russo. One panelist pointed out, "That of all the unemployed people between the ages of 18 and 24, those who have had Vocational training number only 5.2% while the general public without this training number 24%." Another panelist suggested, "We've got to develop people who have the skill but also who have a feeling for people and their particular situation."

The format was changed for the last session and instead of the small discussion groups used with the first four objectives the conferees remained in general session for floor discussion and reaction from the participants.

OBJECTIVE NO. 5 - Con't.

The following problems and suggested solutions to these problems were recorded during the floor discussion and reactions from the floor.

"1. Funding of the Vocational Education Act should be made one year in advance. Allocations to the States could and should be made so that adequate planning could be done prior to the actual distribution of funds. It is also recommended that the capability of carrying over funds to the following fiscal year be continued as a standard procedure."

"2. It is difficult, if not impossible, for local schools to comply with the requirement of Maintenance of Effort. As program developments level off, equipment needs decline and staff adjustments or changes occur. It is possible, therefore, for the schools to do the same job with less money. For this reason, it is suggested that Federal laws and regulations be changed to allow for State Maintenance of Effort as opposed to Local Maintenance of Effort."

"3. It is suggested that the criterion for equalization of the distribution of funds be simplified or adjusted so that accurate and reliable information can be used in order to ease the problems of administration and to provide motivation to local school districts to develop programs rather than complicate the procedure to the point where program development is discouraged."

"4. We strongly request that the initiative be used at whatever level required in order to see that the budget requests submitted to Congress reflect the full funding authorization as provided for in the laws."

"5. It is recognized that there is value in earmarking funds to be used by the Commissioner of Education at his discretion to focus on the resolution of Vocational problems of a National scope. The Commissioner is to be commended for his efforts to involve the fifty States in the utilization of the discretionary funds. It is suggested that future efforts be directed towards State involvement in the utilization of these funds in such a manner that adequate planning time be provided to the States to establish priorities."

"6. It is recognized that Career Education must take place in all grade levels from K through 14. The accomplishment of this task is so large it is apparent that there must be an adequate staff of qualified and experienced Vocational educators in the

OBJECTIVE NO. 5 - Con't.

U. S. Office of Education located in such a manner that they will be able to function as a team to create change in the educational system of this country. Our recommendation is that the Vocational Education staff in the U. S. Office of Education not be diffused between the Division responsible for Higher Education and the Division responsible for Elementary and Secondary Education. Our second recommendation in this respect is that a Bill under consideration in Congress which will create a separate Bureau of Vocational and Adult Education raising its level in the Department of Health, Education, and Welfare receive the support of each individual at this conference."

In addition to the recommendations stated above which appeared to represent the consensus of the conference participants, individuals asked questions and expressed concern over the establishment of a residential Vocational school in Glasco, Montana, and the funding of that project. Questions were raised pertaining to the control and administration of "the Career Education Models."

A statement of commendation was made concerning the planning and conducting of The Secretary's Regional Conferences.

CLOSING THE CONFERENCE

Mr. Billy R. Reagan, Regional Commissioner of the Office of Education, Region VII, closed the conference with a summary and closing remarks.

He expressed appreciation on behalf of Region VII and the individuals attending the conference for the opportunity to have input into the policy making decisions that will affect the lives of millions of youth and adults in the years ahead. He suggested that as tough decisions are faced if one will close his eyes and imagine that you are looking into the eyes of a young child and looking at the hope and the future that the right decisions will be made. Mr. Reagan stated that in preparing youth to be productive members of our society we must think in terms of "the circle of life, the recipe for life." The segments of the circle must include values, character of living, and attitudes as the first segment. The second segment would include "this thing we call democracy in a free enterprise system." We must teach youth and adults to understand it. And for the third segment, "let's fully understand what the world of work is all about." In the development of values, understanding of economics, and the world of work he stressed the importance of high quality well trained people, good facilities, and unity of effort.

QUESTIONNAIRE SUMMARY

PART I

Sixty-four participants returned the questionnaire pertaining to Part I of the Secretary's Regional Conference on Vocational Education. The consensus of the participants is summarized as follows:

1. Fifty-one participants felt Vocational Education is preparation for work as well as further education and thirty-two felt Vocational Education has value for every student.

2. Thirty-four participants had taken Vocational Education courses in high school while twenty-eight had taken Vocational Education courses in a four year college. Forty-eight participants had taken some Vocational Education courses compared to thirteen who had never taken a Vocational course.

3. Twelve participants replied they had not taken any Vocational Education courses because they were not available in their school.

4. Thirty-seven participants stated their school offered a placement service for their students compared to twenty who stated no placement service offered.

5. Fifty-three participants stated they wanted their children to take both Vocational and college preparatory subjects.

6. Sixty-two, or 96.7 percent of the participants, stated they would support spending more money for Vocational Education in their community.

   Thirty-five participants thought the increased spending should come from the Federal Government.

   Thirty-six participants thought the increased spending should come from the State Government.

   Twenty-two participants thought the increased spending should come from the Local Government.

   Twenty-one participants thought the increased spending should come from Federal, State, and Local Governments, private industry, and tuition.

QUESTIONNAIRE SUMMARY

PART I - Con't.

7. Forty participants stated there were Vocational Programs available in their community.

   Fifty-nine programs are offered at the high school level.

   Thirty-nine programs are offered at the adult level.

   Twenty-seven programs are offered at the junior college level.

   Twenty-five programs are offered at the area technical colleges, private schools, and MDTA.

8. Forty-nine participants stated they had advised or participated in deciding what educational courses should be offered in schools.

   Thirty-three said they participated as program administrators, advisory committee members, state supervisors, counselors, directors of Vocational Technical Colleges, industrial management, and curriculum specialists.

9. Sixty-two participants stated that greater emphasis should be placed on introducing students to the world of work at the elementary level.

10. Sixty-four participants stated they had visited a Vocational school.

11. Fifty-four of the sixty-four participants returning the questionnaire were educators, three were employers, three were students, and four were employees.

CONFERENCE QUESTIONNAIRE

PART I

Introduction:

The purpose of this document is to assure that every person has a chance to express his opinion about the educational system of his community. Your contribution is voluntary and should be given in terms of your experience.

Directions:

Indicate your answer(s) in the appropriate space(s) with a check mark (✓).

1. Which of the following statements most accurately describes Vocational Education?

   2 It has value for only the non-college bound student.

   32 It has value for every student.

   2 Emphasis in Vocational Education is on manual skills.

   2 It has the status of academic education.

   51 Vocational Education is preparation for work as well as further education.

2. Have you ever taken courses in Vocational Education?

   48 Yes.

   13 No.

   At what level?

   3 Grade school.

   34 High school.

   4 Two year college.

   28 Four year college.

3. If you did not take courses, why not?

   12 They were not available.

   2 Preferred to take courses needed for college admission.

   0 Grades not high enough.

   1 Not interested.

   1 Advised not to.

   1 Other, specify_____

CONFERENCE QUESTIONNAIRE

PART I - Con't.

4. Do the schools offering Vocational Programs in your community also have a job placement service?

37 Yes.

20 No.

5. Do you want your children to take -

5 Vocational Education.

1 College preparatory subjects.

53 Both Vocational and college preparatory subjects.

7 Does not apply.

6. Would you support the spending of more money for Vocational Education in your community?

62 Yes.

1 No.

If yes, should increased money come from -

35 Federal government.

36 State government.

22 Local government.

2 Other, specify_____

9 Private industry.

5 Tuition.

21 All of above.

7. Are there programs of Vocational Education available in your community?

40 Yes.

0 No.

If yes, at which of the levels listed below are Vocational Education Programs provided?

CONFERENCE QUESTIONNAIRE

PART I - Con't.

11 Junior high school.

59 High schools.

27 Junior college.

25 Other, specify_____

39 Evening adult program.

6 Industrial plant schools.

10 College.

8. Have you ever advised or participated in deciding what educational courses should be offered in schools?

49 Yes.

13 No.

If yes, did you participate as a -

7 Parent.

5 Employer.

33 Other, specify_____

4 Student.

2 School board member.

9. Should there be greater emphasis on introducing the world of work in elementary school?

62 Yes.

1 No.

10. Have you ever visited a Vocational school?

64 Yes.

0 No.

11. Check the category which most accurately describes your interest at this conference.

3 Employer.

54 Educator.

3 Student.

10 Other, specify_____

4 Employee.

0 Unemployed.

QUESTIONNAIRE SUMMARY

PART II

Sixty participants returned the questionnaire pertaining to Part II of The Secretary's Regional Conference on Vocational Education. The consensus of the participants is summarized as follows:

Objective 1:

To assess the extent to which the present program of education meets the Career Education needs of youth and adults in the community.

1-a. Forty-eight participants stated few students looking for work have a job skill by the time they leave school.

1-b. Thirty-two participants stated students are prepared for further education by the time they leave high school.

1-c. Thirty-three, thirty-six, and thirty-eight participants respectively stated the present school system in their community was providing Adult Education for re-entering the work force, retraining to remain in the work force, and training for advancement in the work force.

1-d. Thirty-five, thirty-four, and thirty-one participants respectively stated the present school system in their community was providing preparation for work in the following areas: minorities, school dropouts, and handicapped.

Following are some concerns of the participants as they pertain to what the present school system is doing to meet the Career Education needs of youth and adults in their community.

1. Need to determine the role of the secondary schools in Vocational Education.

2. Need for boards of education commitment to Vocational Education.

3. Need to expand guidance services.

4. Need for more adequate facilities and money.

5. All students need a salable skill.

QUESTIONNAIRE SUMMARY

PART II - Con't.

Objective 2:

To assess the extent to which the present total program of education meets the needs of the economy.

2-a. Twenty-three participants state most training programs are directed to the job demands of the community, nineteen stated few training programs are directed to the job demand of the community, while thirteen stated about one-half of the training programs are directed to the job demands of the community.

2-b. Twenty-two participants stated about one-half of the employers are able to locate the employees they need from the local schools, eighteen stated few employers are able to locate the employees they need from the local schools, while thirteen stated most employers are able to locate the employees they need from the local schools.

2-c. Forty-three participants stated that few schools are flexible enough to provide the new training programs requested by employers.

2-d. Twenty-eight participants stated that few educational programs have active employer participation in the development of their curriculum.

Comments by the participants concerning the strengths and weaknesses of the present school system in meeting the needs of the economy in their community are as follows:

1. Most post-secondary schools involved advisory councils in the development of all programs.

2. Secondary schools involve advisory councils made up of community members very little.

3. Counselors should be trained Vocationally so they can help guide students into meaningful occupations.

4. Place added emphasis on cooperative education.

5. Place added emphasis on youth organization.

QUESTIONNAIRE SUMMARY

PART II - Con't.

Objective 3:

To determine the role of Vocational Education in meeting career needs of youth and adults and of the economy.

3-a. Forty-three participants stated most high school students should enroll in Vocational Education courses.

3-b. Thirty-nine participants stated resources should be shared among public schools, private schools, business, and industry.

3-c. Fifty-five participants stated most students should have access to a job placement service upon graduation.

3-d. Fifty-eight participants stated high school students should have Vocational guidance services available in high school.

Comments by the participants concerning the role of Vocational Education in meeting the career needs of youth, adults, and the economy are as follows:

1. Prepare all youth for employment.
2. Serve the total population in meeting their needs.
3. Determine needs, don't perpetuate the past.
4. Need additional Vocational teachers.
5. Develop a strong inservice education program for Vocational teachers.
6. Emphasis on new and emerging occupations.
7. Provide additional on-job-training for 14-15 year olds.

Objective 4:

Suggest ways by which the existing educational system can be improved in efficiency and effectiveness to insure the preparation of every person leaving school for either employment or further education.

1. Forty-six participants stated to integrate general and Vocational Education. Thirty-one stated to expand the school year to twelve months.

QUESTIONNAIRE SUMMARY

PART II - Con't.

Objective 4 - Con't.

Concerns stated by the participants to meet the above objective also included the following:

1. Advanced funding of Federal funds so proper planning can take place.

2. Provide assistance to administrators who lack knowledge of Vocational Education.

3. Identify high technology programs at the post-secondary level.

Objective 5:

Identify the areas of improvement in the total educational system for which Vocational Education should be responsible.

Orientation to the world of work and Vocational counseling for all students received fifty-one and fifty checks respectively. Work study experience throughout junior and senior high school, assuring every student of a marketable skill, educational credit for work experience, Vocational exploration to facilitate occupational choice, occupational preparation of post-secondary students, and training and upgrading of adults all received emphasis from the participants.

CONFERENCE QUESTIONNAIRE

PART II

In order to assure that all participants at this conference have the chance to express themselves about issues in Vocational Education and to learn more regarding how people think about these issues, the following questions were designed. If you like, please take this opportunity to contribute your ideas based on your community and your own experience. There is no need to identify yourself.

Objective 1:

To assess the extent to which the present program of education meets the Career Education needs of youth and adults in the community.

1-a. To what extent does the present school system in your community provide services for students entering the world of work immediately upon leaving school?

3 Most students looking for work have a job skill by the time they leave school.

9 About one half of the students looking for work have a job skill by the time they leave school.

48 Few students looking for work have a job skill by the time they leave school.

1-b. To what extent does the present school system in your community prepare students for further education upon leaving high school?

32 Most students are prepared for further education by the time they leave high school.

19 About one half of the students are prepared for further education by the time they leave high school.

9 Few students are prepared for further education by the time they leave high school.

1-c. Is the present school system in your community providing Adult Education for:

CONFERENCE QUESTIONNAIRE

PART II - Con't.

Objective 1 - Con't.

Re-entering the work force.

33 Yes. 21 No.

Retraining to remain in the work force.

36 Yes. 19 No.

Training for advancement in the work force.

38 Yes. 16 No.

1-d. Is the present school system in your community providing education in preparation for work to the following.

Minorities.

35 Yes. 19 No.

School dropouts.

34 Yes. 18 No.

Handicapped.

31 Yes. 22 No.

Should include other groups.

What are the strengths and weaknesses of the present school system in meeting the Career Education needs of youth and adults in your community?

- Need to expand guidance services.
- Too little, too late.
- Only few with salable skills.
- Post-secondary offerings good but preparation K-12 for public school Vocational Education has been weak; major thrust has been college.
- Special needs students have been separated from mainstream.
- Schools in desperate financial need.
- Vocational offerings too few and not broad enough.
- Lack of space and money.
- More emphasis on measurable objectives.
- Need for board of education commitment to Vocational Education.
- Cooperative planning needed for Vocational Education.
- Need to determine the role of secondary school in Vocational Education.

CONFERENCE QUESTIONNAIRE

PART II - Con't.

Objective 2:

To assess the extent to which the present total program of education meets the needs of the economy.

2-a. To what extent is the present system of education meeting the manpower needs of the economy of your community?

23 Most training programs are directed to the job demands of the community.

13 About one half of the training programs are directed to the job demands of the community.

19 Few training programs are directed to the job demands of the community.

2-b. To what extent do the major employers in your community hire persons trained by the schools of the community?

13 Most employers are able to locate the employees they need from the local schools.

22 About one half of the employers are able to locate the employees they need from the local schools.

18 Few employers are able to locate the employees they need from the local schools.

2-c. To what extent do the schools in your community provide trained workers for new employers moving into the community?

10 Most schools are flexible enough to provide the new training programs requested by employers.

2 About one half of the schools are flexible enough to provide the new training programs requested by employers.

43 Few schools are flexible enough to provide the new training programs requested by employers.

CONFERENCE QUESTIONNAIRE

PART II - Con't.

Objective 2 - Con't.

2-d. To what extent do employers work with the schools to define manpower needs and to participate in developing programs to meet these needs?

11 Most educational programs have active employer participation in the development of their curriculums.

17 About one half of the educational programs have active employer participation in the development of their curriculums.

28 Few educational programs have active employer participation in the development of their curriculums.

What are the strengths and weaknesses of the present school system in meeting the needs of the economy in your community?

- Too little, too late.
- Public secondary school does little; most at post-secondary level.
- Need stronger and more local advisory councils.
- Counselors should be better trained vocationally.
- More emphasis should be put on cooperative education.
- Need to assess local needs.
- Need more industrial involvement in educational conferences.
- Administrators fail to allocate educational resources to Career Education.
- Lack of funding for adequate facilities.
- Need to publicize Vocational Education.
- Put more emphasis on youth organizations.
- Need to work closely with industry and labor in determining needs.

CONFERENCE QUESTIONNAIRE

PART II - Con't.

Objective 3:

To determine the role of Vocational Education in meeting career needs of youth and adults and of the economy.

3-a. To what extent should Vocational Education be available to high school students.

43 Most high school students should enroll in Vocational Education courses.

12 About one half of the high school students should enroll in Vocational Education courses.

3 Few high school students should enroll in Vocational Education courses.

3-b. To what extent should the public schools coordinate their resources with those of private schools and business and industry to insure preparation for employment or further education?

39 Resources should be shared among public schools, private schools, business, and industry.

4 Public and private efforts should be coordinated only for special groups, i.e. unemployed, handicapped, minorities, etc.

13 Public and private resources should be kept separate.

3-c. To what extent should job placement services be available to persons leaving school? Job placement services should be available for:

55 Most students.

1 About one half of the students.

0 Few students.

3-d. To what extent should Vocational counseling be available to high school students?

CONFERENCE QUESTIONNAIRE

PART II - Con't.

Objective 3 - Con't.

58 Most high school students should have Vocational counseling.

0 About one half of all high school students should have Vocational counseling.

0 Few high school students should have Vocational counseling.

Suggest what the role of Vocational Education should be in meeting the career needs of youth, adults and the economy?

- Need more and better counseling.
- Determine needs; don't perpetuate the past.
- Need assessment of career opportunities.
- Should serve all populations in all their needs.
- Federal financial resources must be made available if Career Education is to be effective.
- Should start at elementary level.
- Need system of placement and follow-up.
- Prepare all youths for employment.
- Provide retraining for adults.
- Provide more on-job training for 14-15 year olds.
- Need more Vocational guidance.
- A need for supplying materials and equipment at the elementary level.
- Need more Vocational teachers.
- Vocational Education must be a part of a comprehensive educational program.
- Develop curriculum in cooperation with industry to assure the student develops competencies for employment.
- Stronger inservice training programs for teachers emphasizing occupational education.
- Take a look at new and emerging occupations.

CONFERENCE QUESTIONNAIRE

PART II - Con't.

Objective 4:

To suggest means by which the existing educational system can be improved in efficiency and effectiveness to insure the preparation of every person leaving school for either employment or further education.

Directions:

Check (✓) the items listed below which would improve the efficiency and effectiveness of the educational system. Add items which have been omitted.

46 Integrate general and Vocational Education.

11 Contract with private schools to help prepare every person for employment or further education.

22 Provide incentives for private industry to help prepare every person for employment or further education.

20 Develop multi-media instructional materials for use in the home to prepare every person for employment or further education.

31 Expand the school year to 12 months.

3 Provide parents with educational vouchers for purchasing the instructional services desired for their children.

8 Other, specify_____

- Advanced funding so States can plan.
- Provide assistance in administration where general educators lack background.
- Identify and model Career Education.
- Vocational Education should absorb general education.
- Set up residential schools.
- Identify high technology programs at post-secondary.

CONFERENCE QUESTIONNAIRE

PART II - Con't.

Objective 5:

To identify the areas of improvement in the total educational system for which Vocational Education should be responsible.

Directions:

Check (✓) the items listed below for which Vocational Education should be responsible; add items which have been omitted.

51 Orientation to the world of work.

43 Work study experience throughout junior and senior high school.

41 Assuring every student a marketable skill.

50 Vocational counseling for all students.

45 Educational credit for work experience.

16 Educational credit for home study.

48 Vocational exploration to facilitate occupational choice.

21 Appreciation of ethnic cultures.

43 Occupational preparation of post-secondary students.

46 Occupational preparation, retraining, and upgrading of adults.

2 Other, specify_____

- Update teacher education systems for Vocational teachers.

- Placement service.

PARTICIPANTS BY CATEGORY

	Invited	Attended
AMIDS	4	1
Apprenticeship Councils, Labor Organizations, and Workers	38	4
Area Schools, Community Colleges, and Universities	104	23
CAP Agencies	1	0
Employers	45	9
Ethnic Group Representatives	14	8
HEW-OE Staff	13	13
Legislators	23	1
Model Cities Representatives	5	2
Organizations and Associations	56	7
Other	0	4
Other Federal Agencies	16	13
Other State Agencies	25	15
Political Leaders	28	1
Proprietary Schools	10	1
Public School Officials	89	26
State Board Members	34	0
State and National Advisory Councils	65	7
State Vocational Education Staff	18	21
Youth	41	5
TOTAL	629	161

LIST OF PARTICIPANTS

SECRETARY'S REGIONAL CONFERENCE ON VOCATIONAL EDUCATION

KANSAS CITY, MISSOURI

June 7-8, 1971

SPEAKERS

STEVE CORE, Talbot-Carlson, Inc., Audubon, Iowa.

MRS. CHRISTINE HOLMES, General Hospital, Kansas City, Missouri.

JACK LACY, Director, Kansas Department of Economic Development, Topeka, Kansas.

MICHAEL RUSSO, Chief, Program Services, Division of Vocational-Technical Education, OE-BAVTE, Washington, D. C.

CECIL E. STANLEY, Commissioner of Education, Lincoln, Nebraska.

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RODERICK TURNBULL, Information Officer, Kansas City Board of Trade, Kansas City, Missouri.

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PANELISTS - Con't.

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MERKEL, HARRY E., Plumbing & Steamfitting Joint Apprenticeship, Committee of Local No. 33, Des Moines, Iowa.

PARTICIPANTS - Con't.

METTLING, ELIZABETH, Home Economics Education, State Department of Education, Topeka, Kansas.
MILLS, MAX M., Regional Director, DHEW, Kansas City, Missouri.
NAYLOR, JACK, Haskell Indian Junior College, Lawrence, Kansas.
NELLOR, JOE, Manpower Administration, DOL, Kansas City, Missouri.
NELSON, RICHARD E., Program Specialist, Guidance and Pupil Personnel Services, Topeka, Kansas.
NEWMAN, CHARLES A., Director, Business and Office Education, State Department of Education, Jefferson City, Missouri.
NORTHERN, CHRISTINE, DHEW-OE, Kansas City, Missouri.
OBERLE, CAROL, State Department of Education, Topeka, Kansas.
O'CONNOR, KATHLEEN, Training Coordinator, Model Cities, Kansas City, Missouri.
O'LEARY, LAUVELLE, Kansas City, Missouri.
PALMQUIST, T. R., State Advisory Council for Vocational Education, Kansas City, Kansas.
PICHLER, JACK, Mid-America Council on Governments, Kansas City, Missouri.
POLLOCK, WILLIAM A., Manpower Planning Coordinator, Missouri State Employment Service, Kansas City, Missouri.
PROCHASKA, DEAN, State Department of Education, Topeka, Kansas.
PTACEK, DR. WILLIAM, President, Nebraska Western College, Scottsbluff, Nebraska.
PUGH, JUNE, National Alliance of Businessmen, Kansas City, Missouri.
RAWLS, BYRON F., VTE Program Officer, DHEW-OE-BAVTE, Kansas City, Missouri.
RAWSON, WILBUR A., Supervisor, Exemplary and Special Needs, State Department of Education, Topeka, Kansas.
REAGAN, BILLY R., Regional Commissioner, Office of Education, DHEW, Kansas City, Missouri.
RENNER, JOHN, Concentrated Employment Program, Kansas City, Missouri.
RETZLAFF, BERNICE, DHEW-OE, Task Force on Career Education, Washington, D. C.
ROBBINS, WILL FLORENCE, CAMPS, Kansas City, Missouri.
ROBINSON, B. W., Director, VTE, State Department of Education, Jefferson City, Missouri.
ROCKWELL, VALIS, Superintendent, Unified School District #489, Hays, Kansas.
RUSSELL, RICHARD P., Supervisor, MDTA, State Department of Education, Topeka, Kansas.
RUSSO, MICHAEL, Chief, Program Services, DHEW-OE-BAVTE, Washington, D. C.
SACKS, RAYMOND J., Director, Vocational-Technical and Adult Education, St. Louis, Missouri.
SATORY, REY, President, Iowa Staff Education Association, Lemars, Iowa.
SCOTT, JOHN A., Iowa Vocational Association, Sumner, Iowa.
SCOTT, LEO S., Coordinator of Guidance, School District of Kansas City, Missouri.
SCOTT, DR. ROBERT, Adult and Occupational Education, Kansas State University, Manhattan, Kansas.
SCURLOCK, ANNA, OS-OCR, Washington, D. C.
SHEETS, DON, Director, Vocational-Technical Education, Kansas City, Missouri.
SHOAF, HAROLD, State Department of Education, Topeka, Kansas.

PARTICIPANTS - Con't.

SHOTWELL, H. D., State Department of Education, Topeka, Kansas.
SMITH, KENNETH, Director, Fort Osage Area Vocational School, Independence, Missouri.
SNODGRASS, DONALD, Special Assistant to the Division Director for Industry Relations and Cooperative Education, DHEW-OE-BAVTE, Washington, D. C.
STRAIN, GLEN, Director, Vocational Education, State Department of Education, Lincoln, Nebraska.
STRAIT, DON, State Department of Education, Topeka, Kansas
STROMER, GERALD, State Senator, Lincoln, Nebraska.
STUDYVIN, WILLIAM E., Director, Practical Arts and Vocational Education, Shawnee Mission, Kansas.
SULLIVAN, DR. F. VICTOR, Industrial Arts Education, Kansas State College, Pittsburg, Kansas.
TERRELL, WALTER A., Administrator, Kansas Correctional Vocational Training Center, State Office Building, Topeka, Kansas.
TERRY, CHARLES, Manpower Training Skill Center, Kansas City, Kansas.
THOMPSON, MARVIN, North Kansas City Public Schools, Kansas City, Missouri.
VIGNOVICH, DEMETRE, Representative, Iowa State Office of Economic Opportunity, Des Moines, Iowa.
WILCOX, DR. STANLEY, Papillion Public School, Papillion, Nebraska.
WILLIAMS, JOHN, Mayor's Office, Kansas City, Missouri.
WILSON, WILLIAM, Department of Labor, Kansas City, Missouri.
WOLD, DR. KENNETH, State Department of Public Instruction, Des Moines, Iowa.
WOOTON, ROBERT, Manpower Administration, DOL, Kansas City, Missouri.
WRITESMAN, JAMES, Missouri Division of Employment Security, Kansas City, Missouri.

SECRETARY'S

REGIONAL CONFERENCE

on

VOCATIONAL EDUCATION

Department of Health, Education, and Welfare
Office of Education
Region VII

June 7-8, 1971

President Hotel
Kansas City, Missouri

CONFERENCE PURPOSES

This Conference is one of ten being conducted throughout the country for the purposes of:

1. Bringing together knowledgeable and concerned people to discuss how the Career Education needs of youth and adults are being met by schools in their communities.

2. Determining the role that Vocational Education is playing in this process.

3. Identifying methods of redirecting Education in the 1970's in order to prepare every person leaving school for immediate gainful employment or for further Education.

PROGRAM

Monday, June 7, 1971

8:00 a.m.	Registration Ballroom Foyer
9:00 a.m.	GENERAL SESSION Ballroom General Session Chairman Mr. Billy R. Reagan Regional Commissioner Office of Education
	WELCOME Mr. Max M. Mills Regional Director Department of Health, Education, and Welfare
	FORMAT OF CONFERENCE Mr. Thaine D. McCormick Director, Adult, Vocational, and Technical Education Regional Office of Education
9:30 a.m.	THE PRESENT STATUS OF EDUCATION IN MEETING THE CAREER EDUCATION NEEDS OF YOUTH AND ADULTS Mr. Cecil E. Stanley Commissioner of Education Lincoln, Nebraska
9:50 a.m.	THE PRESENT STATUS OF THE TOTAL EDUCATION SYSTEM IN MEETING MANPOWER NEEDS Mr. Jack Lacy, Director Kansas Department of Economic Development Topeka, Kansas
10:10 a.m.	REACTOR PANEL Dr. D. J. Welsh, Director Metropolitan Junior College Kansas City, Missouri

REACTOR PANEL - Con't.
Mrs. Evelyne Villines
Executive Secretary
Governor's Committee on Employment
of the Handicapped
Des Moines, Iowa

Mr. Henry C. Maddox, Director
Missouri Division of Commerce and
Industrial Development
Jefferson City, Missouri

10:30 a.m. REFRESHMENT BREAK

11:00 a.m. SMALL GROUP DISCUSSIONS OF MORNING TOPICS

12:30 - 2:00 p.m. LUNCH

2:00 p.m. SECOND GENERAL SESSION
Ballroom
General Session Chairman
Mr. Byron F. Rawls
Senior Program Officer
Vocational-Technical Education
Regional Office of Education

THE RELEVANCY OF VOCATIONAL EDUCATION IN MEETING THE NEEDS OF THE ECONOMY
Mr. Cliff Burgett
Vice-President, Operations
Zenith Radio Corporation of Missouri
Springfield, Missouri

2:20 p.m. REACTOR PANEL
Mr. Leland Boone, Director
Vocational-Technical Department
Kansas State College of Pittsburg
Pittsburg, Kansas

Mr. Robert Walker
3M Business Products Center
Electronic Business Equipment, Inc.
Kansas City, Missouri

Mr. Stan Matzke, Director
Economic Development
Lincoln, Nebraska

2:40 p.m. — REFRESHMENT BREAK

3:00 - 4:30 p.m. — SMALL GROUP DISCUSSIONS OF AFTERNOON TOPICS

<u>Tuesday, June 8, 1971</u>

9:00 a.m. — THIRD GENERAL SESSION
Ballroom
General Session Chairman
Mr. Albin Benander
Senior Program Officer
Manpower Development and Training
Regional Office of Education

THE RELEVANCY OF EDUCATION IN MEETING THE CAREER EDUCATION NEEDS OF YOUTH
Mr. Steve Core
Talbot-Carlson, Inc.
Audubon, Iowa
(Graduate of Feed and Fertilizer Marketing Vocational-Technical Program, Eastern Iowa Community College, Muscatine, Iowa)

9:20 a.m. — THE RELEVANCY OF EDUCATION IN MEETING THE CAREER EDUCATION NEEDS OF ADULTS
Mrs. Christine Holmes
General Hospital
(Graduate of Associate Degree Nursing Program, Penn Valley Junior College, Kansas City, Missouri)

9:40 a.m. — REACTOR PANEL
Mr. Roderick Turnbull
Information Officer
Kansas City Board of Trade
Kansas City, Missouri

Dr. Carl Knox
Superintendent of Schools
Lawrence, Kansas

Mr. George Stewart
National Alliance of Businessmen
Federal Reserve Bank
Kansas City, Missouri

10:00 a.m.	REFRESHMENT BREAK
10:30 a.m.	SMALL GROUP DISCUSSION OF MORNING TOPICS
12:00 - 1:30 p.m.	LUNCH
1:30 p.m.	FOURTH GENERAL SESSION Ballroom General Session Chairman Mr. Thaine D. McCormick Director, Adult, Vocational, and Technical Education Regional Office of Education VOCATIONAL EDUCATION IN THE 1970's Dr. Edwin L. Rumpf Director, Division of Vocational-Technical Education U. S. Office of Education Washington, D. C.
1:50 p.m.	REACTOR PANEL Rev. Harsh J. Brown United Church of Christ Neighborhood House St. Louis, Missouri Mrs. Virginia Vieregg, President Grand Island Board of Education Grand Island, Nebraska Mr. John E. Snyder Assistant Commissioner for Vocational Education Topeka, Kansas
2:10 p.m.	FLOOR DISCUSSION - REACTIONS FROM THE PARTICIPANTS
2:40 p.m.	SUMMARY AND CLOSING REMARKS Mr. Billy R. Reagan Regional Commissioner Office of Education
3:00 p.m.	ADJOURN

SMALL GROUP DISCUSSION SESSIONS

Number	Location	Group Leader	Recorder
1	211	Kenneth Smith	Albin Benander
2	215	Hollis Dahlor	Byron Rawls
3	217	Don Sheets	Robert Blazer
4	219	Dr. Harold Finch	Chalmers E. Harris
5	221	Dr. William Ptacek	Roland Berg
6	225	T. R. Palmquist	Joe Nellor
7	NE*	Harlan E. Giese	Harry Falgren
8	NW*	C. A. Cromer	Bill Studyvin
9	SE*	Gordon R. Kutscher	Frank Drake
10	SW*	Murle Hayden	Dale E. Brooks

* The ballroom will be divided into four sections.

Tuesday, June 8, 1971 THE KANSAS CITY TIMES

Put Stress on Vocation

By Howard Pankratz
A Member of The Star's Staff

The first phases are under way in an effort to reorganize public elementary and secondary school systems with an emphasis on vocations, Michael Russo, chief of program services for the U. S. Office of Education, Washington, said here yesterday.

The program hopefully will train American youth, starting in kindergarten, for about 20,000 occupations clustered into 15 educational groups, Russo said. Russo was here to attend the U. S. Office of Education conference on vocational education.

Russo emphasized that the program is entirely voluntary and the federal government is not attempting to impose the system on the states. Each state, he explained, will be allowed to adapt the system to the extent needed to meet local needs. Local officials will be the judge of how much of the program will be adopted.

The program, he said, will train youths for occupations most American students have never been trained for. However, the student at all times between kindergarten and the end of his schooling will have the option of changing fields and courses of endeavor, Russo added.

Among the 15 clusters will be the broad general categories of construction, transportation,

MICHAEL RUSSO

agribusiness and natural resources, health, and hospitality and recreation, the education official said.

Under hospitality and recreation, he said, students will learn of the variety of jobs connected with the recreation and retirement business such as running hotels, motels, and restaurants and managing the business affairs of ski resorts. In the transportation sphere, they will learn not only about cars but about planes and boats. If they choose, they can become boat mechanics or marine biologists.

The new national effort will be divided into four areas: kindergarten through the 6th grade: 7th grade through 9th grade; and 10th grade through 12th grade and two years of junior college.

In the earliest years (through sixth grade), children will be given a basic education plus an awareness of the vast number of jobs from which they may choose in later life, Russo said.

"The units of instruction that we are proposing will be dovetailed into regular studies," Russo said. "In grades seven through nine we will start to expand beyond the awareness stage to the 'hands on' phase. We are going to have to do more research before we determine exactly what guidelines and materials will be used at this level."

In the third phase, grades ten through twelve, the students may enter and exit without penalty, the official said.

"He or she will have a basic start in a skill. He will be put through the entire basic apprenticeship of a plumber, carpenter or whatever he decides to become," Russo explained.

Because a student will be given a broad education in both general studies and in one particular sector of American life, he will have tremendous mobility, the official said.

Russo said local efforts had produced a start in Oregon, Georgia and New Jersey. Teachers in other states, the education official said, had developed similar systems as a part of their own particular methods of teaching.

The OE effort has come after an intensive review of American and European educational systems, Russo said.

"This is not like the British system at all," he said. "Each state will decide upon its own to what extent it wants to participate. And the children will always have the opportunity to change their course. We won't tell them that they are required to follow a particular course when they reach a certain age or grade."

Within two weeks, OE will announce the first contracts to be awarded under the new program. They will be awarded to states and institutions of higher learning. Russo declined to identify which universities had been chosen but noted that OE would use all resources available to push the program.

"We've got to hit this and hit it hard. We feel that the changes can be made simply. Every state is presently looking at our proposals," Russo concluded.

Wednesday, June 9, 1971 THE KANSAS CITY TIMES

Some Educators Unhappy With 1968 Vocational Act

By Howard Pankratz
A Member of The Star's Staff

Educators from Iowa, Nebraska, Missouri and Kansas renewed their attack on the U.S. Vocational Act of 1968 here yesterday and, in addition, attacked an "apparent reorganization" in the U.S. Office of Education.

The educators also called for an investigation by the General Accounting Office of the funding of a residential school in Glasco, Montana. They charged that OE research money allocated for research in 50 states had been illegally used in building the school. Federal officials met with the educators at the Hotel President.

Michael Russo, chief of program services for the U.S. Office of Education, Washington, said he agreed with the charge made Monday by Cecil Stanley, Nebraska superintendent of education, that OE's interpretation of the act had thrown roadblocks in front of American educators trying to provide vocational services.

"We have a saying back in Washington that if one of our lawyers doesn't interpret the act like you want him to, fly it by another lawyer'. Keep trying until you get the interpretation you want," Russo said.

"It is a tragedy that many people have earned unmarketable degrees. It is not only the Office of Education but all Americans who are responsible for the situation."

He was here for a conference on vocational education.

Harlan E. Grise, executive secretary of the Vocational Educational Advisory Council of Iowa, said after speaking with Washington-based officials that residential schools had never been funded by Congress.

Yet in Glasco, one school had been built and it was rumored that research funds, which all 50 states should have received, were diverted for the Montana school.

Residential schools, he added, are to be built to provide vocational training in sparsely populated rural regions. They will also be used to train inner-city children in rural regions. The primary idea behind this, Geise said, is to take them out of an unhealthy environment.

The request for an investigation, he said, was not because the educators thought the residential concept is unsound but because they felt money due them was being funneled unethically elsewhere.

Geise and the educators for whom he spoke also charged that "there appears to be reorganization occurring in the USO which will completely dispense with the Bureau of Adult Vocation and Library Services."

What appears to be happening, Geise said, is that vocational education specialists are being disbanded as a unit and being assimilated into other areas of the Office of Education, where they will no longer be a cohesive force in planning vocational education.

"Since this task (reorganization) is so large it is apparent that there must be an adequate staff of qualified vocational educators in the USOE in such a manner that they will be able to function as a team to create change in the educational systems of the country," he said.

In addition, Geise said that roadblocks present in the 1968 act could be overcome if:

- Funding for the act came one year in advance.
- The criterion for equalization of the distribution of funds were simplified or adjusted.
- Vocational education received the full-funding authorization provided for by Congress.
- Federal laws and regulations were changed to allow for state maintenance of effort.

In an interview, Geise said that James Allen, former OE commissioner, had recommended that only $7 billion be allocated for vocational education instead of the $10 billion authorized by Congress. The educators want the entire $10 billion and want Sidney P. Marland, Jr., the present OE commissioner, to ask the President for the full amount.

Although vocational education upgrades the job skills of more workers than any other government program, Russo declared, he noted that the federal investment in vocational education is just above $25 per enrollee.

"Though it assists many people, it fails to serve many more," he added.

Present attitudes in the U.S., he said, were primarily responsible for the plight of the jobless college graduate and the funding of vocational education.

"Parents don't like it when a guidance counselor has convinced Johnny he should become a plumber," Russo said. "But they sure are happy when he places their Johnny in University X. Then, years later, they can always say 'Johnny attended.'"